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ABSTRACT

This booklet is intended to facilitate the development of counseling and guidance programs under Indiana's legislative mandate on planning, programming, budgeting systems (PPBS). It does not attempt to dictate how PPBS should be set up in each school, but rather to provide basic guidelines to aid the development of individual counseling and guidance programs. The booklet systematically takes counselors through the major PPBS steps, illustrating how each step can be applied to counseling and guidance services. The appendix presents sample assessment instruments for use by counselors, several examples of PPBS-based guidance objectives, and a bibliography of relevant publications. (Author/JG)

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The Application of the Planning, Programming, Budgeting System (P.P.B.S.) Concept to Counseling and Guidance Services. A Monograph/Workbook

Indiana Department of Public Instruction
Harold H. Negley, Superintendent
1974

EA 008 945

FOREWORD

This publication is provided in order to facilitate the development of counseling and guidance programs under the Indiana legislative mandate on Planning, Programming, Budgeting Systems (P.P.B.S.). It by no means suggests to dictate how P.P.B.S. must be set up in each school, but merely seeks to provide the basic foundation, with illustrations, in order that schools have guidelines to facilitate the development of their respective counseling and guidance programs.

This monograph systematically takes counselors through the major P.P.B.S. steps and illustrates how each step can be applied to counseling and guidance services. It provides counselors with procedures which enable them to offer counseling and guidance services based upon the identified needs of the people the program serves. Counselors will be in a position to clearly demonstrate not only the need for their services, but also the effectiveness of their intervention.

The monograph is written in a workshop format. Participants are given a case study upon which to practice each step, and examples and illustrations follow. After having read and practiced each step, counselors are encouraged to apply these steps to their own particular situations. Assistance is available through the Division of Pupil Personnel Services, whose consultants are familiar with conducting these workshops and with the P.P.B.S. concept as mandated by the Indiana legislature.

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Services

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Pre-Test

1. P.P.B.S. stands for

   A. Pupil Personnel Budgeting System
   B. Public Participation in Budgeting System
   C. Planning, Programming, Budgeting System
   D. Public Parks Bench Society

2. Which public law mandates the P.P.B.S. program?

   A. No. 416
   B. No. 409
   C. No. 309
   D. No. 316

3. Public schools must adopt the P.P.B.S. program no later than

   A. June, 1974
   B. July, 1977
   C. June, 1976
   D. July, 1976

4. P.P.B.S. would determine the counselor's role

   A. According to the duties assigned by the building principal
   B. According to the recommendations of professional agencies
   C. According to the needs of the school districts

5. Under the P.P.B.S. System, programs would be evaluated according to

   A. National trends
   B. Standards of typical behavior
   C. Locally-made criteria

6. Which is the appropriate sequence in utilizing the P.P.B.S. concept?

   A. Developing goals and objectives, selecting priorities, needs assessment, program development, evaluation
   B. Needs assessment, selecting priorities, developing goals and objectives, program development, evaluation
   C. Selecting priorities, needs assessment, developing goals and objectives, program development, evaluation

7. Goals, objectives and evaluative criteria would be determined by

   A. The author of P.P.B.S.

B. The school board planning committee
C. Representatives of the various groups in the school district
D. Consultants and experts in evaluation and programming

8. A goal

A. Can have only one objective which can contribute to it
B. Is a statement of broad direction or intent without a time frame reference
C. Should always be as specific as possible
D. Is a statement of preferred outcomes used as a basis for judgment

9. A written objective should be a

A. Purpose statement
B. Specification of population treated
C. Statement of operations to be implicated
D. All of these

10. The P.P.B.S. approach starts with

A. Program analysis
B. Identifying existing constraints
C. Identifying goals and objectives
D. Needs assessment

11. The counselor should be able to formulate measurable objectives from

A. His statement of goals
B. His expected outcomes
C. His identified priority needs
D. His outline of activities

12. P.P.B.S. will be applied

A. To high school programs only
B. All areas of public instruction
C. Only to Pupil Personnel Services
D. Only to elementary programs

13. The evaluation procedure

A. Needs to be psychometrically sophisticated
B. Must be concrete and practical
C. Should be done by someone outside the program

14. P.P.B.S. is most effectively utilized when

A. Emphasis is placed upon the budget

B. Emphasis is on the planning phase
C. Attention is focused on program development
D. Attention is carefully placed on each phase of P.P.B.S. without excluding any one phase

15. In the long run precise evaluations in P.P.B.S. are important because

A. They point out strengths and weaknesses in the program
B. They generate new data for revising and improving the program
C. They indicate whether or not the objectives were accomplished
D. They are required by law

PUBLIC LAW NO. 309

(H. 1408, Approved April 8, 1971)

AN ACT to amend the Indiana Code of 1971, 20-1, by adding a new chapter, concerning school budgetary practices.

Be it enacted by the General Assembly of the State of Indiana:

Section I. IC 1971, Title 20, Article I, is amended by adding a new chapter, to be numbered 1.5 and to read as follows:

Ch. 1.5. State Board of Education: Commission on General Education

Sec. I. The Commission on General Education shall immediately make an analysis of a single unified system of budgetary preparation and accounting based upon the concept of the planning and program budget system.

Sec. 2. The Commission shall analyze such budgetary system to determine whether it offers accurate and complete program and item data which allows ready comparison of educational program cost incurred in the several public school systems of the state.

Sec. 3. The Commission may contract with any competent consultation firm for any necessary survey, analysis or design expertise not found within those agencies of the Department of Public Instruction.

Sec. 4. The Commission shall complete the analysis of such a system of programmed budgeting on or before July 1, 1976. After such date, the Commission shall establish a program of instruction for all local system administrators and other personnel who should be involved, including local school budgetary officers, so that the analysis and instruction program will be completed on or before July 1, 1977.

Sec. 5. All public school governing bodies in the state, without exception, shall adopt and fully and accurately implement the budgetary system established pursuant to this chapter whenever the General Commission so determines after receipt of a recommendation of readiness from the consulting firm, but no later than July 1, 1977, in any event. Failure of any such system to adopt and fully and accurately implement such budgetary system shall constitute a violation of state law and the Commission shall immediately move to take such action as it deems appropriate.

DEFINITION:

P.P.B.S. (Planning, Programming, Budgeting System) is a management technique for allocating resources in a manner that will maximize benefits through reasonable costs. It provides a structured mechanism of identifying needs, planning programs, choosing among alternative courses of action, allocating and controlling resources and checking results. P.P.B.S. in Indiana represents a philosophy for managing a school corporation more effectively, and emphasizes the integration of the following:

- Identification of a school corporation's needs
- Formal definition of the corporation's goals and program objectives
- Arrangement of activities into an educational program structure
- Selection of desired alternative programs using analytical techniques
- Allocation of human and fiscal resources to clearly defined programs
- Evaluation of a school corporation's activities
- Recommendation and projection of future program design

The P.P.B.S. approach, as utilized in Indiana, starts with the identification of needs and priorities. A need may be defined as the difference between what exists and what is desired. The completion of a comprehensive needs assessment is essential to total implementation of a P.P.B.S. system. As needs are identified, priorities are established, goals and objectives are then developed. A goal is general, timeless and a statement of broad direction, purpose or intent without reference to a time frame. Some goals may be specific and contribute to the attainment of higher level goals. An objective, however, is an accomplishment that may be measured within a given time frame. Objectives are measurable and state specifically how the degree or achievement will be measured. Objectives are grouped and arranged with reference to the goal that is supported and more than one objective may contribute to a given goal. In order to achieve goals and objectives which have been based upon identified needs, new programs are developed or existing programs modified or changed completely if not congruent with current needs, goals and objectives. A primary component of P.P.B.S. is to determine to what extent the established objectives of programs have been accomplished. Evaluation is a systematic procedure of collecting and analyzing reliable and valid information for the purpose of decision-making concerning the objectives

and resource allocation. The goals, objectives and evaluative criteria develop in several ways, but they always involve some personnel representation from the program being studied: For example, the guidance or pupil personnel services director, as well as counselors, participate in formulating guidance program structure. Hence, from the beginning there is an emphasis on professionally-oriented duties and obligations. When these goals, objectives and evaluative criteria are established, the implementation falls logically within this framework.

Why P.P.B.S. for Counselors:

1. Public Law No. 309 mandates that all public schools shall adopt and implement P.P.B.S. no later than July 1, 1977. Counselors need to know how to translate their services under this mandate.

2. P.P.B.S. provides an organized framework for identifying and assessing the guidance-related needs of school populations.

3. It provides a way to justify the need for additional guidance services as well as to justify budgetary requests for guidance.

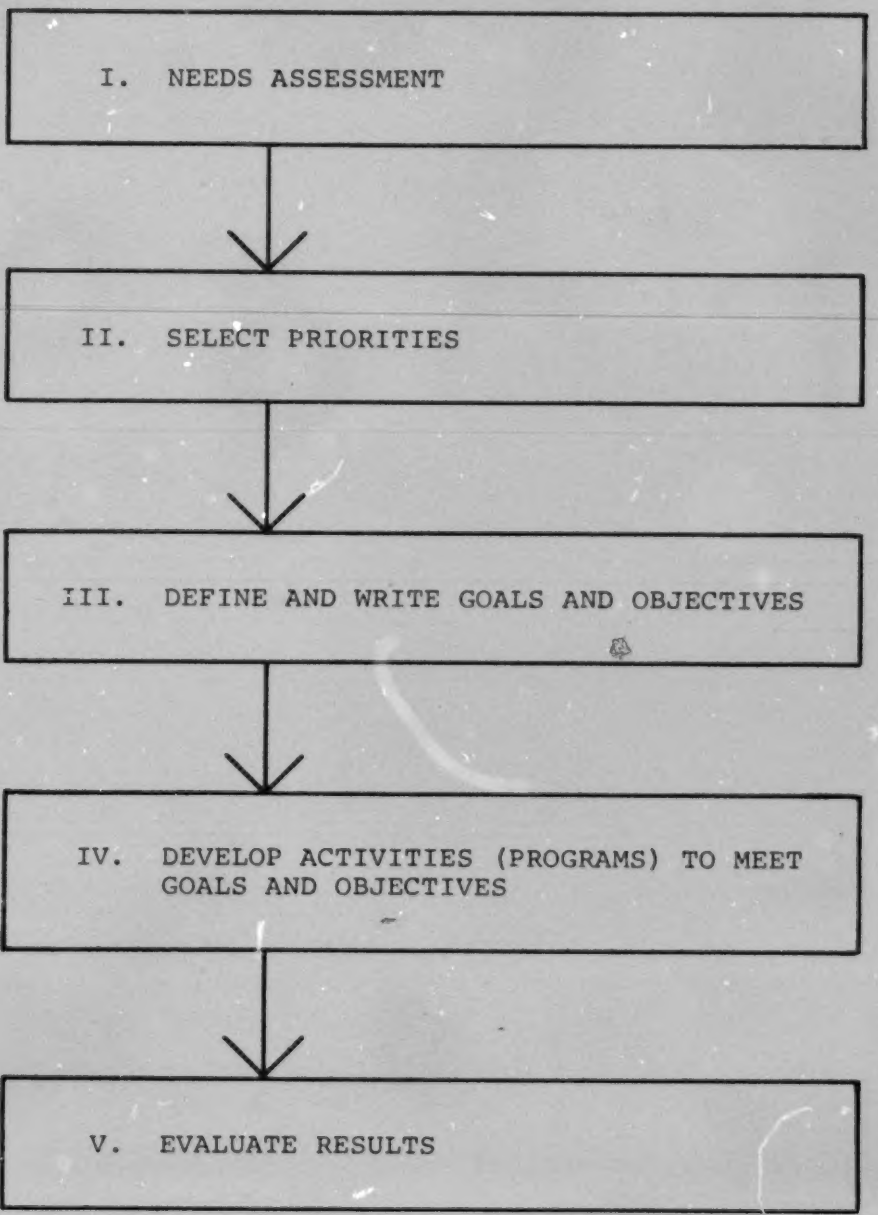
4. It provides a way of clearly describing guidance and counseling services to the public.

5. It helps to justify "appropriate" counseling functions and more effective use of the counselor's time.

6. Many states have mandated the P.P.B.S. system for their educational services, e.g., Colorado, Hawaii, Illinois, Indiana and Ohio, and if the trend continues, it necessitates that counselors be familiar with the concept wherever they go.

SEQUENTIAL PHASES OF P.P.B.S. APPLIED

TO COUNSELING AND GUIDANCE


I. NEEDS ASSESSMENT
II. SELECT PRIORITIES
III. DEFINE AND WRITE GOALS AND OBJECTIVES
IV. DEVELOP ACTIVITIES (PROGRAMS) TO MEET GOALS AND OBJECTIVES
V. EVALUATE RESULTS

NEEDS ASSESSMENT

I. NEEDS ASSESSMENT

The first phase of P.P.B.S. is Needs Assessment. It is the key to the successful development of goals and objectives and to successful program design. A needs assessment can range from a very simple to a very complex procedure. The term needs assessment refers to determining the needs of a particular target group. When the needs of the group have been identified and priorities established, objectives are developed to meet these needs.

One method of needs assessment can involve the careful consideration by the pupil personnel staff of the guidance needs of pupils in their schools. The question to be answered might be: What are the most important needs of pupils that can be satisfied by the personnel competencies and resources of our guidance program? Needs identified by this method can be translated into the objectives for the guidance program.

However, a much better method, and one recommended, involves the target group (e.g., students) in the identification of needs which they judge to be most important. The assessment procedure would involve the target group responding to questions designed to identify their guidance-related needs and also to identify whether current guidance practices are appropriate to their needs. The responses of the target group are used as a basis for developing guidance objectives appropriate to identified needs, thereby developing a more realistic and accountable guidance program.

COMPETENCY REQUIRED: THE COUNSELOR MUST BE ABLE TO ASSESS THE NEEDS AND/OR EXPECTATIONS OF THE POPULATIONS(S) TO BE SERVED.

A. Process: Identify and list all populations to be served.

To assess the guidance needs of the school and community, Representatives from the following populations might be included in data collection:

Pupils
Teachers
Principals and other administrators
Parents
Pupil Personnel Services staff

To assure an adequate representation from each of these groups, the counselor might identify the population(s) to be served in terms of the following characteristics:

Ethnic composition
Socio-economic strata
Political factors
Grade level
Educational expectations

Illustration - Edson School Corporation is located in Edson Township, New Jersey, 40 miles south of New York City and 60 miles east of Philadelphia. Edson Township has a population of 80,000 and is still growing with the influx of industry. Most of the residents in Edson are lower to upper middle class, with average income of $10,500. The residents reflect a wide occupational range, including many factory workers who have migrated from the city and college teachers who teach at the nearby state university and nearby junior college. There are two high schools in Edson which have been in existence for 5 and 10 years, respectively. Both high schools serve very similar populations, and in 1972 both high schools decided to make their guidance programs stronger and more accountable. They took this direction because of the increasing growth of their community and school and because of criticism of the guidance program from a number of groups, including students, some teachers and administrators. A number of other concerns were brought to the guidance staff's attention in somewhat vague terms, but which concerned the staff. Complaints of students who have felt depersonalized in the school because of increasing enrollment; students' uncertainty of making a realistic career choice or of pursuing further education; and teachers

complaining about managing classroom behavior but getting no help are typical of the things heard around school. There has also been an increasing number of students dropping out of school. In light of just this kind of information, the guidance staff carried out a needs assessment.

Please Decide What Populations You Recommend These Two Schools Assess and Why?

On the following page are the populations which the Edson guidance staff assessed.

The Edson guidance staff decided to assess the following populations because of the reasons listed:

Students: Because of vague complaints concerning depersonalization, and because of many students expressing uncertainty about career choice, the staff wanted to find specific information related to these concerns. The staff was also concerned about the increasingly high dropout rate and thought data from students might shed light on what was causing it. The staff also felt that students were their primary concern and sought any other information which would indicate a need for guidance intervention.

Teachers: The counselors agreed that on many occasions teachers did mention the need for help concerning behavior management. However, the counselors were not sure they would be able to justify spending time with teachers since they felt the administration did not feel this was part of the counselors' role. However, since teachers sometimes were critical of the counselors, the staff wanted to find out just what service they could provide that teachers felt they were not providing.

Administrators: The school administration was a very important factor concerning what functions counselors performed in the schools. Many times counselors wanted to try something new, or to eliminate some functions they felt were superfluous, but were not sure how the school administration would react. They had not had occasion to discuss counselor role and function with the school administration lately and felt that it was more important to get some indication concerning just how they viewed the counselors' function. The school administrators were particularly concerned about the dropout problem and often insinuated that guidance should do something in this area.

Counselors: The guidance staff felt that they had never really researched how they spent their time, or what they felt were specific superfluous duties. Occasionally they aired complaints about performing some attendance duties and other clerical tasks, but never pinpointed how much of a concern this was to all members of the guidance staff. Therefore, it was felt to be important that counselors have a chance to react to what they felt were important or unimportant functions in their work.

Application - When you return to your school, please apply this process by identifying and listing the populations in your school or corporation which you feel your guidance program is capable of serving.

B. Process: Collect data using a systematic approach which is designed to identify guidance-related needs and to identify whether current guidance practices are appropriate to these needs.

Frequently used methods for collecting data include questionnaires, interviews, brainstorming sessions, school and community records and follow-up studies. Various other methods may be developed.* Also, the entire population may be surveyed or a sample may be assessed, e.g., random sample.

Illustration - Decide (1) what type of critical questions could be asked in order to identify their guidance-related needs and whether current guidance practices were appropriate to their needs, and (2) what type of approach you feel would be most appropriate for the Edson School Corporation to gain data.

The data collection approach used by Edson School Corporation and examples of questions they asked are on the following page.

*See Appendix A, B, C, D, E, for sample questions.

Example - Edson School Corporation decided that they would assess students, teachers, administrators and counselors predominately through the use of questionnaires. They assessed all persons in each of the populations. They also decided to assess the extent of the dropout problem by examining school records which contain incidences of student dropouts. Some examples of the questions asked to assess the needs of the target groups and whether current guidance practices were appropriate to their needs are as follows:

The instructions read:

Please indicate your response as to whether your answer to the question is yes or no.

Student Needs Assessment	Yes	No
1. A) Do you know which member of your school faculty is your counselor?		
B) Is it important to you to know who your counselor is?		
2. A) If given a personal problem, would you feel free to discuss it with someone on the guidance staff?		
B) Would you like to have someone to talk to?		
3. A) Has your school counselor talked with you about your test results in relation to your educational and vocational plans?		
B) Is this a function he should perform?		
4. A) Have you received any help from your school in the improvement of your study skills and habits?		
B) Would you like help in this area?		
5. A) Have you had an opportunity to participate in group discussions about the concerns of high school students?		
B) Would you like an opportunity to do this?		

Teacher Needs Assessment

6. A) Has any counselor assisted you in relating the subject matter you teach to future jobs and educational opportunities?
   B) Should counselors provide this type of assistance in your school?

Teacher Needs Assessment (continued)			Yes	No
7.	A)	Does a guidance counselor assist you in understanding your role in the guidance program?		
	B)	Do you consider it important to have a role in the guidance program?		
8.	A)	Does a guidance counselor help you to understand better how to use test results and other data so that you may use more appropriate materials and methods of instruction?		
	B)	Should this be a role of a counselor in your school?		
9.	A)	Is provision made for you to study and become aware of the needs of pupils through case conferences?		
	B)	Should counselors help perform this function?		
10.	A)	Is there sufficient communication between you and the guidance counselors?		
	B)	Do you care that there is communication between you and the counselors?		

School Administrator Needs Assessment				
11.	A)	Is the guidance staff in the school identified with the administration?		
	B)	Should the guidance staff be identified with administration?		
12.	A)	Is checking and recording attendance a guidance function in the school?		
	B)	Should this be a guidance function?		
13.	A)	Do your school counselors teach at least one subject matter class?		
	B)	Should counselors teach at least one class?		
14.	A)	From your standpoint, do you have an adequate understanding of your school guidance program?		
	B)	Would you like to have a better understanding of the guidance program?		

School Administrator Needs Assessment (continued) Yes No

15. A) Does the guidance office have the responsibility to assist students and graduating seniors in securing part-time or full-time employment?
    B) Do you feel placement is the responsibility of guidance?

Counselor Needs Assessment

16. A) Is the guidance program based on a written statement of philosophy and objectives with which the school staff is in general accord?
    B) Should there be a written statement of goals and objectives for guidance?

17. A) Are you overburdened with activities eitner clerical in nature or not closely related to guidance work with students?
    B) Are you satisfied performing clerical activities and working indirectly with students?

18. A) Have you engaged in at least one research study during the past year?
    B) Do you feel research is a function of counselors in your school?

19. A) Is there a planned guidance orientation program for incoming students each year?
    B) Should guidance be responsible for orienting incoming students?

20. A) Do you interpret test results and other pertinent information in student groups?
    B) Do you feel test interpretation is an important counselor function?

Please critique Edson's choice of assessment procedures

Application - When you return to your school, please apply this process by (1) deciding what types of questions would identify their guidance-related needs and whether current practices are appropriate to meet these needs, and (2) selecting a system for gathering data in terms of your own target populations.

C. Process: Develop a system for utilizing the collected data.

The counselor will decide how to utilize the data collected. This would involve deciding whether frequency distributions, percentages, etc., would be used as a means to classify and compile the information.

Illustration - Based on the Edson School Corporation, how would you compile and classify the data in a manner that would facilitate understanding it? The following page describes how the Edson School Corporation compiled and classified their data.

Example - Edson had indicated that its primary assessment strategy was the survey questionnaire, as mentioned earlier, and examination of school records which indicate incidences of student dropouts. Following is the compilation of the results of some of the questions, already mentioned, that were part of the survey instrument. The incidence of student dropout is also recorded. Following the statistical data is a summary of the kinds of information collected in their needs assessment. From the statistical data and the summary sheet, the counselors in the Edson Corporation proceeded to the next competency needed by a counselor utilizing the P.P.B.S. format: Selecting Priorities.

Data From Edson Survey Assessment

Student Needs Assessment			% Yes	% No
1.	A)	Do you know which member of your school faculty is your counselor?	35 75	65 25
	B)	Is it important to you to know who your counselor is?		
2.	A)	If given a personal problem, would you feel free to discuss it with someone on the guidance staff?	38 79	62 21
	B)	Would you like to have someone to talk to?		
3.	A)	Has your school counselor talked with you about your test results in relation to your educational and vocational plans?	23 86	77 14
	B)	Is this a function he should perform?		
4.	A)	Have you received any help from your school in the improvement of your study skills and habits?	27 46	73 54
	B)	Would you like help in this area?		
5.	A)	Have you had an opportunity to participate in group discussions about the concerns of high school students?	40 61	60 39
	B)	Would you like an opportunity to do this?		

Teacher Needs Assessment

6.	A)	Has any counselor assisted you in relating the subject matter you teach to future jobs and educational opportunities?	11 76	89 24
	B)	Should counselors provide this type of assistance in your school?		

Teacher Needs Assessment (continued)			% Yes	% No
7.	A)	Does a guidance counselor assist you in understanding your role in the guidance program?	41	59
	B)	Do you consider it important to have a role in the guidance program?	63	37
8.	A)	Does a guidance counselor help you to understand better how to use test results and other data so that you may use more appropriate materials and methods of instruction?	21	79
	B)	Should this be a role of a counselor in your school?	81	19
9.	A)	Is provision made for you to study and become aware of the needs of pupils through case conferences?	41	59
	B)	Should counselors help perform this function?	83	17
10.	A)	Is there sufficient communication between you and the guidance counselors?	34	66
	B)	Do you care that there is communication between you and the counselors?	76	24
School Administrator Needs Assessment				
11.	A)	Is the guidance staff in the school identified with the administration?	40	60
	B)	Should the guidance staff be identified with the administration?	33	67
12.	A)	Is checking and recording attendance a guidance function in the school?	51	49
	B)	Should this be a guidance function?	40	60
13.	A)	Do your school counselors teach at least one subject matter class?	21	79
	B)	Should counselors teach at least one class?	33	67
14.	A)	From your standpoint, do you have an adequate understanding of your school guidance program?	55	45
	B)	Would you like to have a better understanding of the guidance program?	75	25

School Administrator Needs Assessment (continued)			% Yes	% No
15.	A)	Does the guidance office have the responsibility to assist students and graduating seniors in securing part-time or full-time employment?	65 87	35 13
	B)	Do you feel placement is the responsibility of guidance?		
Counselor Needs Assessment				
16.	A)	Is the guidance program based on a written statement of philosophy and objectives with which the school staff is in general accord?	0 80	100 20
	B)	Should there be a written statement of goals and objectives for guidance?		
17.	A)	Are you overburdened with activities either clerical in nature or not closely related to guidance work with students?	80 10	20 90
	B)	Are you satisfied performing clerical activities and working indirectly with students?		
18.	A)	Have you engaged in at least one research study during the past year?	25 60	75 40
	B)	Do you feel research is a function of counselors in your school?		
19.	A)	Is there a planned guidance orientation program for incoming students each year?	0 75	100 25
	B)	Should guidance be responsible for orienting incoming students?		
20.	A)	Do you interpret test results and other pertinent information in student groups?	55 75	45 25
	B)	Do you feel test interpretation is an important counselor function?		

Dropout Statistics

The counselors examined the dropout rate and found that from 1968 to 1973, the percentage of students dropping out of school increased each of the last five years for grades 9 and 10 and increased for the last two years for grades 11 and 12. This was true for both schools.

Please critique Edson's methods of compiling its data.

Application - When you return to your school, please develop a plan which provides for compiling, classifying and analyzing your data.

SELECTING PRIORITIES

II. Selecting Priorities

The needs assessment information provides the direction for the development of guidance objectives. In order to determine which objectives will be accomplished, the needs must be ranked in the order of their priority. Close consideration should be given to those needs which are most apparent and for which objectives would obtain the maximum impact.

COMPETENCY REQUIRED: THE COUNSELOR MUST BE ABLE TO DETERMINE GUIDANCE PRIORITIES BASED ON IDENTIFIED NEEDS.

A. Process - Rank the guidance needs based on priority.

The data collected in the needs assessment process is ranked in order of priority. Importance determines the priority of needs.

Illustration - Please rate what you consider to be the most important needs facing the Edson School Corporation on the basis of its needs assessment and list its priority. Ten counselors were involved.

On the following page is how Edson weighed its needs and ranked them in order of their priority.

Example - Edson decided that it would examine the results of its needs assessment and weigh them. Each counselor could weigh the results of the needs assessment item on a score of 1-5. Importance was weighed in terms of whether the respondent indicated that this was an important and needed function from counselors and whether counselors were in fact meeting this need. Therefore, the importance was designated as:

5. Very important need for counselors to attend to.
4. Important need to look into.
3. A need that counselors could attend to, but not necessarily pressing at this time.
2. Not important at this time.
1. Something the counselor should not do or attend to.

The results are as follows (ten counselors were involved and their average score is next to the item).

Data From Edson Survey Assessment

Student Needs Assessment			% Yes	% No	Importance	Rank
1.	A)	Do you know which member of your school faculty is your counselor?	35 75	65 25	5.0	1
	B)	Is it important to you to know who your counselor is?				
2.	A)	If given a personal problem, would you feel free to discuss it with someone on the guidance staff?	38 79	62 21	4.4	11
	B)	Would you like to have someone to talk to?				
3.	A)	Has your school counselor talked with you about your test results in relation to your educational and vocational plans?	23 86	77 14	4.8	4
	B)	Is this a function he should perform?				
4.	A)	Have you received any help from your school in the improvement of your study skills and habits?	27 46	73 54	3.8	15
	B)	Would you like help in this area?				

Student Needs Assessment (continued)			% Yes	% No	Importance	Rank
5.	A)	Have you had an opportunity to participate in group discussions about the concerns of high school students?	40	60	3.7	16
	B)	Would you like an opportunity to do this?	61	39		
Teacher Needs Assessment						
6.	A)	Has any counselor assisted you in relating the subject matter you teach to future jobs and educational opportunities?	11	89	4.5	9
	B)	Should counselors provide this type of assistance in your school?	76	24		
7.	A)	Does a guidance counselor assist you in understanding your role in the guidance program?	41	59	4.2	12
	B)	Do you consider it important to have a role in the guidance program?	63	37		
8.	A)	Does a guidance counselor help you to understand better how to use test results and other data so that you may use more appropriate materials and methods of instruction?	21	79	4.5	8
	B)	Should this be a role of a counselor in your school?	81	19		
9.	A)	Is provision made for you to study and become aware of the needs of pupils through case conferences?	41	59	4.5	7
	B)	Should counselors help perform this function?	83	17		
10.	A)	Is there sufficient communication between you and the guidance counselors?	34	66	4.4	10
	B)	Do you care that there is communication between you and the counselors?	76	24		

School Administrator Needs Assessment			% Yes	% No	Importance	Rank
11.	A)	Is the guidance staff in the school identified with the administration?	40	60	3.6	18
	B)	Should the guidance staff be identified with administration?	33	67		
12.	A)	Is checking and recording attendance a guidance function in your school?	51	49	3.4	19
	B)	Should this be a guidance function	40	60		
13.	A)	Do your school counselors teach at least one subject matter class?	21	79	3.2	20
	B)	Should counselors teach at least one class?	33	67		
14.	A)	From your standpoint, do you have an adequate understanding of your school guidance program?	55	45	4.0	13
	B)	Would you like to have a better understanding of the guidance program?	75	25		
15.	A)	Does the guidance office have the responsibility to assist students and graduating seniors in securing part-time or full-time employment?	65	35	3.7	17
	B)	Do you feel placement is the responsibility of guidance?	87	13		
Counselor Needs Assessment						
16.	A)	Is the guidance program based on a written statement of philosophy and objectives with which the school staff is in general accord?	0	100	4.6	6
	B)	Should there be a written statement of goals and objectives for guidance?	80	20		

Counselor Needs Assessment (continued)			% Yes	% No	Importance	Rank
17.	A)	Are you overburdened with activities either clerical in nature or not closely related to guidance work with students?	80	20	4.7	5
	B)	Are you satisfied performing clerical activities and working indirectly with students?	10	90		
18.	A)	Have you engaged in at least one research study during the past year?	25	75	4.0	14
	B)	Do you feel research is a function of counselors in your school?	60	40		
19.	A)	Is there a planned guidance orientation program for incoming students each year?	0	100	4.9	2
	B)	Should guidance be responsible for orienting incoming students?	75	25		
20.	A)	Do you interpret test results and other pertinent information in student groups?	55	45	4.8	3
	B)	Do you feel test interpretation is an important counselor function?	75	25		

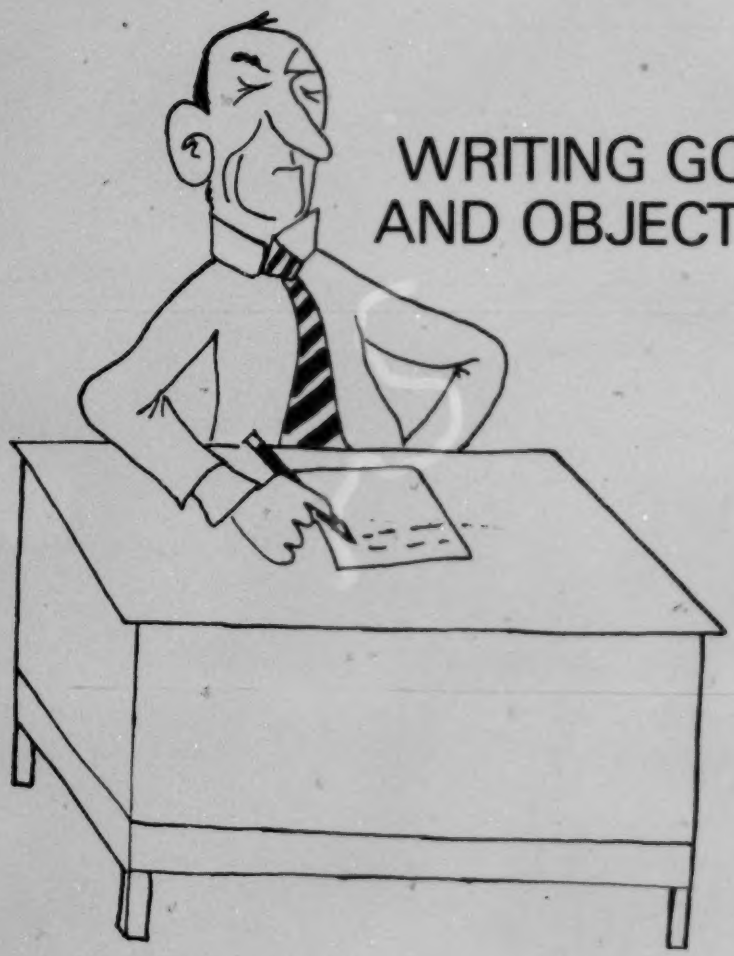
The counselors were also asked to rate the importance of the dropout problem and their role in it. Their average score was 4.8, which made this a priority area for the counselors.

Priorities of the Edson guidance personnel were:*

1. To familiarize students with whom their counselor was.
2. To have a planned guidance orientation for incoming students.
3. To focus on helping to alleviate the dropout problem.
4. To talk with students concerning their results in relation to their educational and vocational plans.
5. To interpret test data in groups to students.
6. To have the guidance program based on written objectives.
7. To have case conferences with teachers covering pupil needs.
8. To explain test results and other data to teachers so they can use more appropriate materials and methods of instruction.
9. Help teachers to relate subject matter to future jobs and educational opportunities.
10. To improve communication between counselors and teachers.

*See Appendix F for another approach to selecting priorities.

Application - After you have completed a needs assessment in your school or corporation, utilize a method to select and rank these needs in terms of their priority.



WRITING GOALS AND OBJECTIVES

III. Writing Goals and Objectives

After having selected priorities from the needs assessment phase, the next step is the development of goals and objectives. It is from these goals and objectives that the guidance program shall progress. Writing goals and objectives is an important part of the guidance program and allows someone who is unfamiliar with the program to gain an understanding of its content and direction.

COMPETENCY REQUIRED: THE COUNSELOR MUST BE ABLE TO FORMULATE GOALS AND MEASURABLE OBJECTIVES FROM IDENTIFIED NEEDS AND PRIORITIES.

A. Process - Define goals of the guidance and counseling program.

A goal may be defined as follows: A goal is a statment of broad direction or general intent and is not concerned with achievement within a specified period of time. For example, a guidance educational goal for a school corporation might be: To assess each student in his efforts to develop and utilize his potential in making a place for himself in the school, community and society. Other goals might be written in the vocational (career) or social areas.

Illustration - What could you consider an important goal or goals of the Edson school system? The goals of the Edson system are listed on the following page.

Example - The guidance goals of the Edson School System were:

To provide students an opportunity to assess their strengths and endeavors and to utilize the information in career planning.

To help facilitate the learning and personal development of all students in the Edson School Corporation.

To provide guidance services to all personnel in the school corporation and familiarize the personnel with these services.

Please critique these goals on the basis of your recommendations.

B. Process - Define measurable guidance objectives in outcome-stated terms.

An objective may be defined as follows: An objective is a desired accomplishment that can be measured within a prescribed period of time under specified conditions. Objectives describe the desired performance of a particular activity or group of activities. Objective statements specify the method of measurement and criteria to be used in evaluating the success of the activity, as well as the time period within which the objective is to be achieved. Objectives are easily understood when they contribute to a goal(s) and relate to a specific need(s).

For example, the need illustrated by the following baseline data would warrant a guidance objective: The student assessment indicated that only 43% of eleventh and twelfth grade students knew the various functions and services of the guidance department.

The objective could read: All eleventh and twelfth grade students will be informed about the various functions of the guidance department so that at the end of the school year at least 90% of these students will indicate that they have sufficient knowledge of the guidance services as indicated by the student assessment.

Illustration - What would you recommend as three or four important objectives for the Edson School Corporation. Please indicate the baseline data which indicate need for the objective and write the objectives.

The objectives which Edson wrote are on the following page.

Example - The guidance objectives for the Edson School System were developed from its listed priority needs and baseline data. Some of these objectives were as follows:*

PRIORITY - Educational and Career Planning

BASELINE DATA - The student needs assessment indicated that 77% of eleventh and twelfth grade students had not talked with a counselor about test results in relation to his educational and career plans, while 86% felt a counselor should provide this service.

OBJECTIVE - All eleventh and twelfth grade students will have had an opportunity to talk with a counselor concerning their test results in relation to their educational and career plans so that at the end of the year at least 85% of these students will indicate on a follow-up assessment that they can relate their test scores to educational and career planning.

PRIORITY - Student Dropouts

BASELINE DATA - Upon examination of dropout records, it was found that from 1968 to 1973, the percentage of students dropping out of school increased each of the last five years for grades 9 and 10, and increased for the last two years for grades 11 and 12.

OBJECTIVE - The records of all dropouts will be examined so that by the end of the school year a "dropout profile" will be developed and utilized in the development of a dropout prevention program for the next year.

PRIORITY - Counselor-Teacher Communication

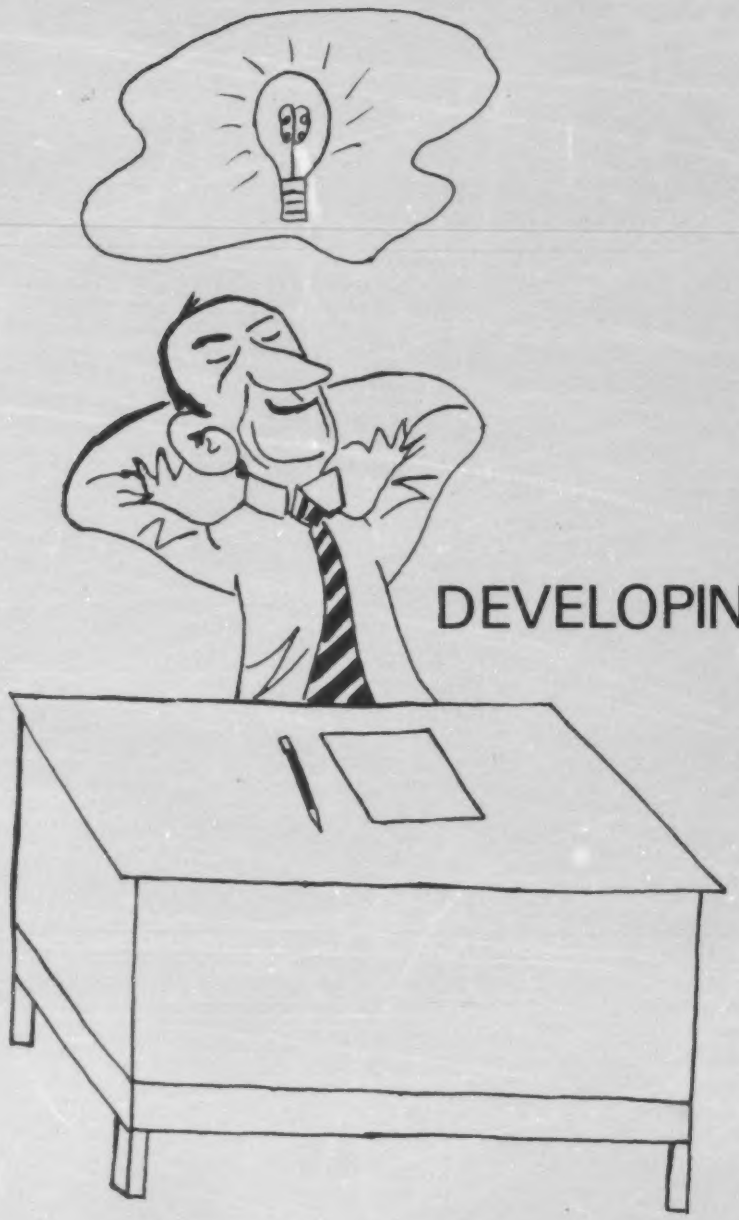
BASELINE DATA - 66% of the teachers indicated on the teacher assessment that there was not sufficient communication between them and the guidance counselors, while 76% of the teachers wanted this communication.

OBJECTIVE - All teachers will be contacted and involved in interaction with counselors so that at the end of the year 75% of the teachers will indicate on a follow-up assessment that there was sufficient communication between them and counselors.

Please critique these objectives.

*For additional examples of guidance objectives, see Appendix G.

Application - When you return to your school, utilize this process and write guidance objectives for your guidance priorities.



DEVELOPING PROGRAMS

IV. Developing Programs to Achieve Objectives

After determining guidance-related needs, selecting priorities and writing guidance goals and objectives, the next step is the development of the programs necessary to achieve the objectives. A program may be a simple or a more complex approach to meeting an objective, depending upon the scope of that objective. However, a program could include the following components: activities, specific procedures, resource personnel, time table and budget.

COMPETENCY REQUIRED: THE COUNSELOR MUST BE ABLE TO FORMULATE SPECIFIC PROGRAMS RELATIVE TO ACHIEVING OBJECTIVES.

A. Process - Identify the activities, specific procedures, resource personnel, time table and budget necessary to achieve a stated objective.

Activities: The activities specify what typically needs to be done in order to contribute towards achieving a stated objective.

Specific Procedures:* The procedures describe how an activity will be performed. The procedure may include role playing, groups, simulation, etc.

Resource Personnel: These are the people who are needed to direct or perform the procedures outlined. They can be those people in or outside the school who can and will make a specific contribution to an activity listed.

Time Table: The estimated time (days, weeks, months) needed to complete the activity.

Budget:** The estimated cost of the activity in terms of special material, equipment, travel, personnel and any additional resources.

We can take our earlier example of an objective written for a particular need and show how a program is designed to fulfill the objective. See the next page.

*When evaluation designs are included in procedures, see Appendix M for assistance.

**For additional explanation of a guidance budget under P.P.B.S., see Appendix L.

PRIORITY - ORIENTATION

BASELINE DATA: The student assessment indicated that only 43% of eleventh and twelfth grade students knew the various functions and services of the guidance department.

OBJECTIVE: All eleventh and twelfth grade students will be informed about various functions of the guidance department so that at the end of the school year at least 90% of these students will indicate that they have sufficient knowledge of the guidance services as indicated by the student assessment.

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
1. Arrange for 11th and 12th grade students to learn about guidance services.	Counselors will use homeroom periods to tell students how counselors will work with them in their educational and vocational planning and their personal problems.	Counselor	Sept. 3-28	No additional budget required
2. Work out student conference schedule.	Homeroom teachers will give out student conference schedules to students.	Teachers		
	Secretary will have a master schedule of student conferences.	Secretary		
3. Arrange counselors' schedule to have one of the three counselors available a part of each hour for student-initiated conferences.	Secretary will prepare schedule to show counselors' time for student-initiated conferences.	Guidance secretary	Sept. 10-14	

Illustration - Please select an objective you have written for the Edson School System and write at least three activities, specific procedures, the resource personnel, time table and budget required to achieve that particular objective.

See the following page for a program developed by Edson.

Example - One objective for the Edson School System was that "all eleventh and twelfth grade students will have had an opportunity to talk with a counselor concerning their test results in relation to their educational and career plans so that at the end of the year at least 85% of the eleventh and twelfth grade students will indicate on a follow-up assessment instrument that he is able to relate test scores concerning abilities, aptitudes and interest to his future and career planning." The activities, specific procedures, resource personnel, time table and budget required to achieve that particular objective was described by Edson on the following page. After you have read the example, please critique Edson's program for this objective.*

*For additional program examples, see Appendices H, I, J and K.

PRIORITY - CAREER PLANNING

BASELINE DATA: The student needs assessment indicated that 77% of eleventh and twelfth grade students had not talked with a counselor about test results in relation to their educational and career planning.

OBJECTIVE: All eleventh and twelfth grade students will have had an opportunity to talk with a counselor concerning their aptitude, ability and interest test results in relation to their educational and career planning so that at the end of the year at least 85% of these students will indicate on a follow-up assessment that they can relate their test scores to their educational and career planning.

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
1. Schedule individual conferences to help students better understand themselves through the materials in cumulative folders.	1. Interpret interest inventory information, aptitude and ability test scores and achievement test scores. 2. Compare test scores with school marks. 3. Go over four-year plan of courses to determine if it follows expressed interest of each student. 4. Ask student to summarize in writing what he has learned about himself and return to counselor to be placed in his cumulative folder.	Counselor Teachers	Sept. 10 through January Sept.	

PRIORITY - CAREER PLANNING (continued)

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
2. Encourage teachers to become involved in students' career planning.	1. Ask teachers to talk with students in their classes about careers which are related to their subject areas. 2. Collect career information on subjects for teachers and file in convenient place.			$1,000.00 to be used for material if funds are available.
3. Arrange small group conferences with students who have expressed similar interests to assist them in further exploration of careers.	1. Student plan sheets will be used to group students as to interest for counseling. 2. Students will use occupational files, college catalogs, film strips, tapes, etc.	Counselor Guidance secretary	October through November	
4. Assign students who have no expressed interests to work with one counselor.	Students who do not plan to attend college or are not interested in enrolling for vocational courses will explore job clusters through the use of films, field trips and speakers.	Community resource personnel		
5. Arrange for college night program.	1. A special bulletin explaining college night will be prepared and given to all interested students. 2. Parents will be sent invitations to attend college night with their son/daughter.	Guidance secretary	Nov. 19	$20.00 for refreshments.

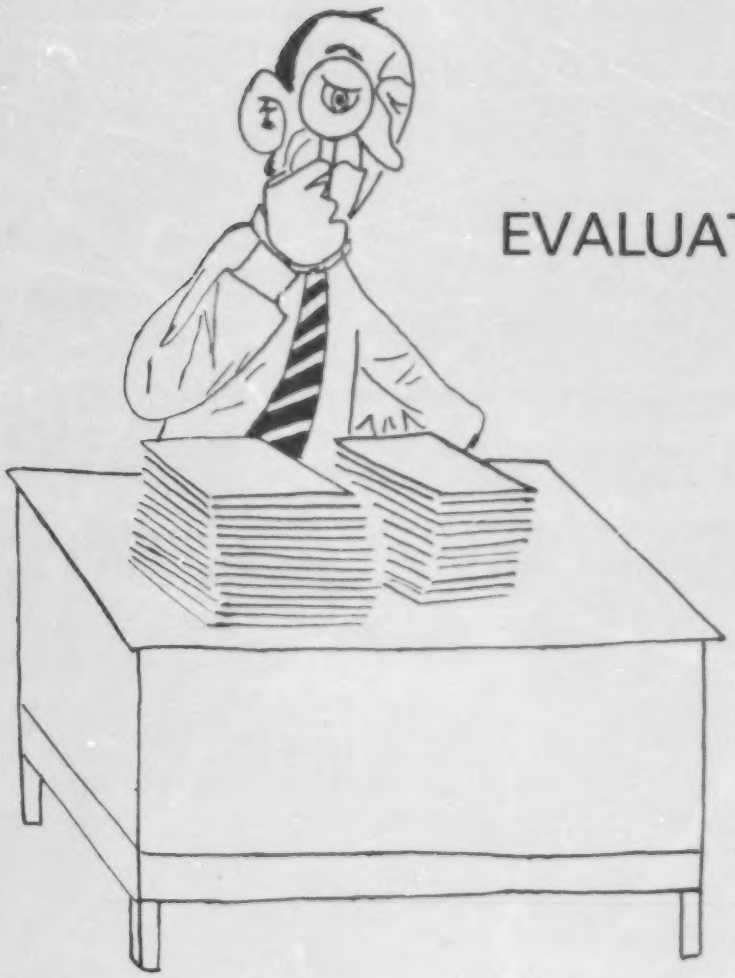
PRIORITY - CAREER PLANNING (continued)

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
6. Plan and conduct Career Day Program.	1. Survey students to determine careers in which they are interested. 2. Make schedule of careers selected by students and have each student select three in which he is most interested. 3. Schedule students for their chosen careers. 4. Students will be involved in securing speakers for Career Day. 5. Send each Career Day speaker a schedule showing time and room number for his presentation. 6. English teachers will have students write comments or criticisms of Career Day.	Community resource personnel Guidance secretary Students, Teachers	January 7 through February 6 February 7	
7. Arrange for students to spend one-half day at the vocational school to learn about courses offered and to see classes in session.	Small groups will be scheduled to visit classes to enable teachers and class members an opportunity to explain activities covered in each course.	Vocational teachers Students attending vocational school	Feb. 12-15	No additional budget

PRIORITY - CAREER PLANNING (continued)

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
8. Arrange additional activities for students who are unable to specify a job cluster interest.	1. Students who have no expressed interest will be assigned to a counselor who will work with them throughout the year. 2. Counselor will use methods to help students become aware of themselves as persons who will be exploring and selecting occupations and leisure activities. 3. Field trips will be arranged, speakers secured and part-time work encouraged for this group.	Counselor U----- Fraternities	Feb. 19 to March 8	

Application - When you return to your school, please utilize this process and develop programs for the objectives you developed earlier.



EVALUATION

V. EVALUATION

Successful participation in the guidance program evaluation is contingent upon the cooperation of two groups: Those persons whom the program is intended to help (students, school staff and parents) and those persons who contribute to the attainments of the guidance objectives (school counselors, teachers and administrators). Administrators and guidance staff members should participate both in planning the evaluation and in making the decisions prompted by the evaluation. The primary sources of information for the evaluation are students, teachers, evaluation committee members and school counselors.

The guidance program evaluation might be conducted for purposes of:

1. Articulating the needs and the accomplishments of the guidance program.

2. Developing mutual understandings and cooperative working relationships among the total school staff.

3. Making sound decisions, based on valid and reliable information, for the improvement of the school's guidance program.

In large part, the guidance evaluation overlaps with the needs assessment phase. Many of the instruments used to determine needs can be used to evaluate whether these needs have been met, as well as to uncover newer needs. For example, one item from the student needs assessment instrument used by Edson Schools asked "Has the counselor talked with you about your test results in relation to your educational and vocational plans?" Seventy-seven per cent of the students responded "no." This same item can be used as the evaluative instrument to learn to what extent students talked to counselors with respect to relating their test results to their educational and vocational plans. In most cases, that vehicle which indicated a guidance need can be used to indicate whether the need has been met, e.g., attendance records, dropout rates, achievement scores.

COMPETENCY REQUIRED: THE COUNSELOR MUST BE ABLE TO DEVELOP AND IMPLEMENT A GUIDANCE PROGRAM EVALUATION.

A. Process - Develop a method of evaluating the guidance program expectations as well as reviewing the indications or evidence which illustrate whether the guidance objectives were met (or at least what progress was made towards achieving those objectives.)*

Guidance is an important part of the total educational program of a school and should produce results which affect students, staff and parents positively. The evaluation process is a way of rallying people and resources to focus on the objectives and activities of the guidance program and of stimulating cooperative action in making decisions for program improvement.

Considerations for an effective guidance evaluation might include: who will be involved in the evaluation; how will the evaluation be carried out; what purpose is the evaluation going to serve; how long and involved will the evaluation be, and what will be done with the results of the evaluation.

Illustration: Consider Edson School Corporation. What steps would you recommend it consider following in order to conduct an evaluation of its guidance program?**

*See Krumboltz, John D., "An Accountability Model for Counselors," Personnel and Guidance Journal, June, 1974, pp. 639-646 for a method of accounting for time spent and activities conducted in a guidance program with corresponding cost.
**See Appendix M for evaluation designs.

Example: Edson evaluated the guidance program utilizing the following steps as illustrated.

1. Edson determined the purpose for which the evaluation was to be done, and what limitations were to be placed on the evaluation process. Administrative and guidance staff members participated in these decisions.

   Edson decided that its purpose for evaluation was program improvement and to account for the established goals and objectives of the guidance program. School administrators from each school along with the schools' guidance staff participated in these decisions.

2. The Edson Corporation assigned a coordinator of the evaluation in each school.

3. A guidance evaluation committee was organized by the building principal and evaluation coordinator. The members of this committee represented administrators and all counselors, representatives from the teaching areas, students, community representatives, parents and others related to guidance.

4. Edson listed its guidance objectives and program activities which were to be evaluated.

5. Edson collected the kinds of information needed to indicate whether the guidance objectives were met or if progress was made towards achieving the objectives. It utilized its earlier needs assessment questions, which related directly to the program's objectives and added additional questions to tap newer needs. Information was collected through student and teacher inventories, counselor time analysis, interviews and student records.

6. Edson analyzed the information it gathered, judged the adequacy of the attainment of guidance objectives and the performance of guidance activities. It noted the results and made recommendations for future action.

Application - When you return to your school, please develop an evaluation procedure for your guidance program.

Post-Test

1. The meaning of P.P.B.S. is:

   A. Participation in Public Budgeting System
   B. Pupil Personnel Budgeting System
   C. Public Planning and Budgeting System
   D. Planning, Programming, Budgeting System

2. The P.P.B.S. program is required by law:

   A. No. 316
   B. No. 516
   C. No. 409
   D. No. 309

3. P.P.B.S. must be adopted by public schools no later than:

   A. July, 1977
   B. June, 1976
   C. June, 1975
   D. July, 1976

4. P.P.B.S. is designed to:

   A. Facilitate management of the budget
   B. Aid planning and allocating educational resources
   C. Encourage participation in program development
   D. All of the above

5. The counselor's role under P.P.B.S. is shaped by:

   A. The administrator's definition
   B. Cooperative planning of the school staff
   C. Assessed needs of the school community
   D. Students' views of what they need

6. Program evaluation under P.P.B.S. is guided by:

   A. Standards of typical behavior
   B. Standards evolved at local level
   C. Standards required by the State Department
   D. Standards evolved from national trends

7. The first stage of P.P.B.S. is:

   A. Identifying goals and objectives
   B. Needs assessment
   C. Planning budgetary requirement
   D. Program design

8. Goals, objectives and evaluative criteria would be determined by:

   A. The school administration
   B. Consultants and experts in evaluation and planning
   C. A school board committee
   D. Representatives of various groups in the school district

9. A goal:

   A. Should always be as specific as possible
   B. Is a statement of broad direction or intent without a time frame
   C. States what criteria illustrates whether it has been met
   D. Specified time considerations

10. A written objective should:

   A. State the operations to be implicated
   B. Specify populations treated
   C. Include a purpose statement
   D. All of the above

11. P.P.B.S. would help a counselor define his role:

   A. According to professional agency recommendations
   B. According to duties assigned by the school administration
   C. According to the needs of the school district

12. A counselor should be able to formulate measurable objectives from:

   A. His expected outcomes
   B. His identified priority needs
   C. His outline of activities
   D. His statement of goals

13. The application of P.P.B.S. will cover:

   A. Only elementary school instructional programs
   B. Only Pupil Personnel Services
   C. High school and junior high school instructional programs
   D. All areas of public instruction

14. The evaluation procedure:

   A. Should be concrete and specific
   B. Is to be completed by someone outside the school
   C. Should be supported with statistical information
   D. Should be completed every six months

15. Concrete evaluations in P.P.B.S. are critical on a long-term basis because they:

A. Pinpoint current weaknesses
B. Identify the accomplishment of objectives
C. Are legally required
D. Generate new information for program revision

APPENDICES

A. Sample Assessment of Counselor Time Utilization

B. Sample Assessment Questions for Teachers

C. Sample Assessment Questions for School Administrators

D. Sample Assessment Questions for School Counselors

E. Sample Assessment Questions for Students

F. Priority Setting

G. Additional Examples of Guidance Objectives

H. Program Example - Parent Orientation

I. Program Example - Teacher Orientation

J. Program Example - Career Planning

K. Program Example - Dropouts

L. Budget Explanation

M. Evaluation Designs

N. P.P.B.S. Bibliography

APPENDIX A

Sample Assessment of Counselor

Time Utilization

Please respond in terms of the percentage of time now spent on specific guidance activities and the percentage of time which you think you should spend. In each part you should complete all items in the now spend column before responding to the should spend column. Total in each column should represent 100 per cent.

Professional Responsibility

Percentage now spent		Percentage should spend
_____	Part A Working directly with students	_____
_____	Part B Working directly with teachers	_____
_____	Part C Working directly with administration	_____
_____	Part D Working directly with parents	_____
_____	Part E Working directly with other pupil services workers	_____
_____	Part F Working directly with community agencies	_____
100%		100%

Working Directly with Students

Percentage now spent		Percentage should spend
_____	1. Orientation and Articulation	_____
	Consider: talking with parents, interviewing new transfer students, working with secondary school counselors, etc.	
_____	2. Individual Appraisal	_____
	Consider: organizing and/or conducting group testing programs, conducting case studies, developing anecdotal records, etc.	
_____	3. Individual Counseling	_____
	Consider: academic planning, educational and vocational planning, personal-social counseling, all of which might involve test interpretation, dissemination of educational and vocational information,etc.	
_____	4. Group Counseling	_____
	Consider: Working with more than one student at one time for educational and personal counseling, etc.	
100%		100%

Working Directly with Teachers

Percentage now spent		Percentage should spend
_____	1. Develop Guidance Skills	_____
	Consider: conducting and/or organizing planned inservice training, instructing teachers regarding testing programs, helping teachers understand guidance activities, etc.	
_____	2. Children with Problems	_____
	Consider: talking informally with teachers concerning student problems, working with teachers on student referrals, helping teachers diagnose problems through classroom observation or individual studies, etc.	
_____	3. Adapting Class Instruction	_____
	Consider: providing teachers with information regarding pupils, assisting in sectioning or grouping of pupils, helping to provide learning experiences for exceptional pupils, etc.	
100%		100%

Working Directly with Administration

Percentage now spent		Percentage should spend
_____	1. Leadership and Development	_____
	Consider: implementing and coordinating the guidance activities, etc.	
_____	2. Additional Guidance Duties	_____
	Consider: maintaining cumulative records, conducting research or study activities, working with curriculum and other committees to improve the school program, etc.	
_____	3. Additional Nonguidance Duties	_____
	Consider: substituting for teachers, supervising corridors or classrooms, etc.	
_____	4. Students	_____
	Consider: Working with administration concerning particular students, etc.	
_____	5. Liaison Work and Public Relations	_____
	Consider: Describing role to community service organizations, etc.	
100%		100%

Working Directly with Parents

Percentage now spent		Percentage should spend
_____	1. Parent Conference Consider: interviewing parents regarding student's educational and personal problems, telephone discussions and follow-ups, etc.	_____
_____	2. Group Activities Consider: organizing and conducting activities to describe the guidance program, interpreting test or other pupil data, orienting parents to secondary school programs, etc.	_____
100%		100%

Working Directly with Other

Pupil Services Workers

Percentage now spent		Percentage should spend
_____	Of the total amount of time which you work with other pupil services personnel, what per cent do you work with each of the following:	
	Consider: interviews regarding particular students, organizing and communicating staff referrals of students to appropriate pupil services workers, coordinating the efforts of all pupil services workers, etc.	
_____	1. School nurse and/or health personnel	_____
_____	2. School psychologist	_____
_____	3. School social worker	_____
_____	4. Secondary school counselor	_____
_____	5. Speech therapist	_____
_____		_____
100%		100%

Working Directly with

Community Agencies

Percentage now spent		Percentage should spend
_____	Of the total amount of time which you work with community agencies, what per cent of this time is devoted to working with each of the following?	
_____	Consider: interviews regarding particular students and/or school problems, referring of parents and students to agencies within the community, etc.	
_____	1. Community clubs and organizations	_____
_____	2. Health organizations (e.g., public health officials and agencies)	_____
_____	3. Law enforcement	_____
_____	4. Mental health organization	_____
_____	5. Social welfare	_____
100%		100%

APPENDIX B

Sample Assessment Questions

for Teachers

1. Does your school have a systematic plan for recording pupil data on the cumulative record cards?

2. Are student records readily available to you?

3. Do you use student cumulative records to become familiar with students in your classes?

4. Have you ever asked the guidance department to interpret information contained in the student's cumulative folder?

5. Is the testing program of value to you in determining the strengths and weaknesses of your students?

6. Has your guidance counselor or a member of your staff invited people from the community to the school to discuss employment and/or training opportunities available in the community.

7. Does the counselor assist teachers in relating the subject matter they teach to future jobs and educational opportunities?

8. Do you regard counseling as a specific activity which involves certain definite knowledge and skills?

9. During the last two months have you worked with the counselor in assisting a student with a particular problem?

10. Do you feel that your students tend to confide in the school counselor(s)?

11. Do you feel that the orientation program is successful in helping students adjust to school?

12. Do counselors acquaint you with the findings of follow-up studies they conduct?

13. Does your school have a procedure for referring students to the counselor?

14. Do your referral procedures enable the counselor to study the case before seeing the student?

15. Does a guidance counselor in your school give staff leadership in presenting occupational and educational information to students?

16. Does the guidance counselor assist you in understanding your role in the guidance program?

17. Does the guidance counselor help you to understand better how to interpret test scores for your students?

18. Does the guidance counselor help you to understand better how to use test results and other data, so that you may use more appropriate materials and methods of instruction?

19. Is provision made for teachers to study and become aware of the needs of pupils through case conferences?

20. Have you been given information that will help you to identify potential dropouts?

21. Does the school professional library contain current periodicals and some good books related to guidance programming?

22. Does the counselor provide information that is useful to you in grouping students?

23. Has a faculty meeting been held this year for the discussion and improvement of faculty understanding of the functions of guidance services?

24. Do you feel that your role in the guidance program is making an important contribution to the education of boys and girls?

25. Are faculty meetings held for the purpose of analyzing test results and other data with a view to curriculum improvement?

26. Has the guidance program played a key role in pointing up a need for curriculum change and/or development in your school?

27. Have any of these changes been effected?

28. Have you observed any improvement in attendance because of guidance?

29. Have study habits improved because of the guidance program?

30. Do you feel that your school's guidance counselors are effective in helping improve student "achievement" in your school?

31. Have you observed any changes in the social behavior of the students because of guidance?

32. Are the counselors in your school effective in promoting better understanding between the school and the home?

33. Has the faculty as a group participated in systematic evaluation of the guidance program from year to year?

34. Do you think the guidance program has a significant function within the school's program.....an important place?

APPENDIX C

Sample Assessment Questions

for School Administrators

1. In your opinion, does the guidance program make a positive contribution to the school program?

2. Do you feel, from a school administrator's viewpoint, that you have an adequate understanding of your school guidance program?

3. Could you tell a new student entering your school what most of the guidance services and activities are that are carried on in your school?

4. Do you feel that the guidance staff in the school should be identified with the administration?

5. Should the direction of the school guidance program be the responsibility of the chief school administrator?

6. Should the guidance staff in the school be identified with the teaching faculty?

7. Do you feel that the counselor should have the responsibility of interpreting the guidance program to the community?

8. Do you feel that the guidance personnel need special training?

9. Should teachers have responsibilities in the school guidance program other than those that are performed within the classroom?

10. Do you feel that an inservice training program in guidance for the teaching staff would be worthwhile?

11. Of the following activities, check those which you think should be the responsibility of the school guidance personnel. Designate the three (by number) that you feel are most important.

Educational and occupational information	____
Attendance checking and recording	____
Discipline	____
Test administration and interpretation	____
Administrative duties other than those of the guidance program	____

Individual counseling services
Coordination of the school activities program ____
Group orientation programs (including career days and college days) ____
Coordination of field trips ____
Job placement -- part-time and full-time ____

12. Do you feel pupil cumulative or guidance records would or do help you assist students more effectively?

13. Should the cumulative or guidance records be available and accessible to the teacher at any time?

14. Should the teacher feel free to ask the guidance department to interpret information contained in the pupil cumulative record?

14a. Should the guidance office keep its records separate from regular school records?

15. In your opinion, should the school utilize guidance test results in pupil placement?

16. In your opinion, should the school utilize test results in providing a richer and more meaningful curriculum?

17. Should the teacher participate in administering, scoring and recording standardized tests?

18. Are you usually informed of those guidance test results that would be appropriate and useful to you?

19. Do you feel these test results were adequately interpreted?

20. Of the following areas of guidance testing, please number the three that you feel are the most valuable in order of their importance.

Achievement
Vocational aptitude ____
Intelligence and academic aptitude ____
Interest ____
Personality ____

21. Do you feel that the teacher should be able to confer with the counselor regarding the problems of students?

22. Do you feel that the teacher should use the counselor as a referral agent when the student's problem is beyond the teacher's training or scope?

23. Should confidential counseling records be available to the school principal?

24. Should confidential counseling records be available to all teachers?

25. Should the counselor reveal to the teacher information that he receives concerning the student's attitude toward the teacher?

26. Should the teacher share his knowledge with the counselor that he may receive from the parents of the students?

27. Do you feel that the guidance department should assist the classroom teacher in handling problems of discipline?

28. Should the counselor be the one to administer punishment to the students if it is necessary?

29. Do you feel that the teacher should acquaint students with the "world of work" through his classes?

30. Do you feel that the teacher should also help students make educational plans?

31. Should the securing, organizing and dissemination of occupational-educational information be the primary responsibility of the guidance staff as opposed to the instructional staff?

32. Should the teacher follow up "Career Days" or "College Days" and other special days in the classroom?

33. Are "Career Days" and "College Days" of value to students?

34. Do you think that special "guidance days" and their planning disrupt the school too much?

35. In your opinion, should the school guidance department identify pupil interests and assist or direct the organization of group activities appropriate to these interests?

36. Should the school guidance department identify, record and, if necessary, limit the extent of pupil participation in co-curricular activities?

37. Do you believe the school guidance staff should act as faculty sponsors for the student government organization?

38. Do you feel that your school in general and the guidance office in particular has the responsibility to assist students and graduating seniors in securing part-time or full-time employment?

39. Should the school guidance department have the responsibility of assisting graduating seniors in locating and enrolling in appropriate post-high school educational institutions?

40. Should the guidance department conduct periodic follow-up studies of the school's former pupils (graduate and dropout)?

41. In your opinion, should school counselors be trained beyond the master's degree?

42. In which of the following areas do you believe counselors are adequately prepared? (Please check).

Individual counseling	____
Group guidance	____
Techniques of individual analysis	____
Standardized testing	____
Occupational information	____
Educational information	____
Guidance program organization	____
Guidance program administration	____
General school administration	____
Curriculum development	____
School finance	____
Educational research	____

43. In your opinion, should school counselors be employed beyond the regular academic year? If yes, check one:

10-month basis	____
11-month basis	____
12-month basis	____

44. Do you feel it is desirable for the school counselor to teach at least one subject-matter class?

45. What do you feel is an appropriate counselor-pupil ratio?

APPENDIX D

Sample Assessment Questions

for School Counselors

1. Is the guidance program based on a written statement of goals and philosophy with which the school staff is in general accord?

2. Are the students, teachers, parents and community well informed concerning the guidance services of the school?

3. Are you overburdened with activities either clerical in nature or not closely related to guidance work with students or both?

4. Are parents asked to approve their son's or daughter's high school schedule?

5. Is the counseling case load balanced adequately among the counselors (if there is more than one)?

6. Are there provisions for flexibility within the division of case loads among the counselors?

7. Is pertinent information on each student available in a single folder?

8. Do the teachers use the guidance information on students that is available to them in the counselor's office?

9. Does the guidance program provide for adequate social and personal reference materials for the student, teacher and counselor?

10. Are the materials listed in Question 9 used by the students and staff?

11. Is a continual effort made to acquire current knowledge of higher education admission requirements and costs, scholarships and other financial arrangements?

12. Are the items listed in Question 11 used by the students?

13. Do the teachers assist their students in relating the subjects they teach to future jobs and/or educational opportunities?

14. Does the guidance program provide for adequate occupational information reference materials for the student, teacher and counselor?

15. Are the items listed in Question 14 used by the student and teachers?

16. Has the guidance program increased the use of community resources in your school?

17. Do all students receive individual counseling at least once a year?

18. Are counseling sessions carried out in complete privacy and without interruptions?

19. Do you provide for individual counseling concerning test results when necessary?

20. Does each student know who his counselor is?

21. Is there a planned orientation program for incoming students each year?

22. Is a follow-up study being made at stated intervals?

23. Are the results of the follow-up study being studied and used to reappraise the school program?

24. Do referrals made by teachers follow procedures conducive to good rapport between the pupil and the counselor?

25. When a referral is made to the counselor by a teacher, does the counselor later discuss the results of the interview with the teacher?

26. Do you interpret test results and other pertinent information in student groups?

27. Does the guidance program provide for inservice training of the school staff?

28. Does the guidance program assist teachers in their efforts to understand students better and work with them more effectively?

29. Are case conferences held when problems make them important?

30. Have the teachers accepted the guidance program as an integral part of the total school program?

31. Do the teachers on your staff seek opportunities to discuss with you the abilities, interests and attitudes of their pupils?

32. Do the teachers seek your help with the interpretation of test scores?

33. Do the teachers ask your help in the grouping of students?

34. Has a faculty meeting been held this year for the discussion and improvement of faculty understanding of the functions of guidance services?

35. Does the school professional library contain current periodicals and some good books related to guidance programming?

36. Have you engaged in at least one research study during the past year?

37. Has the guidance program increased the number of students going to college from your school?

38. Have you developed local norms for the school's testing program?

39. Has the guidance program decreased the number of discipline cases in your school?

40. Has the guidance program decreased the number of schedule changes required at the beginning of a school year?

41. Has the guidance program increased the number of students placed in jobs following graduation?

42. In your opinion has scholarship improved in your school because of guidance?

43. Has the number of dropouts in your school decreased since the initiation of guidance services?

44. Has attendance improved in your school since the initiation of guidance services?

45. Does the faculty as a group participate in systematic evaluation of the guidance program from year to year?

APPENDIX E

Sample Assessment Questions for Students

___Yes ___No ___? 1. Does your school help you to consider information about yourself as it relates to your future educational and vocational plans?

___Yes ___No ___? 2. Have you been encouraged to investigate the personal and educational requirements for occupations you have considered?

___Yes ___No ___? 3. Have you had conferences with someone in your school staff concerning your educational and vocational plans?

___Yes ___No ___? 4. Does the school inform your parents of your standardized test results?

___Yes ___No ___? 5. If you had a personal problem, would you feel free to discuss it with someone on your school staff?

___Yes ___No ___? 6. Does your school help you to understand the meaning of your standardized test scores? (Examples: school ability, achievement and aptitude).

___Yes ___No ___? 7. Do you have access to the information you want and need to know about the various occupations you have considered?

___Yes ___No ___? 8. Do you know which member of your school staff is your school counselor?

___Yes ___No ___? 9. Is opportunity provided in your school for groups of students to discuss and understand their attitudes?

___Yes ___No ___? 10. Has your school counselor talked with you about your future educational and vocational plans?

___Yes ___No ___? 11. Has your school provided your parents an opportunity to discuss your educational plans?

___Yes ___No ___? 12. Do you have access to the information you want and need about colleges and other schools which offer post-high school education?

___Yes ___No ___? 13. When you entered high school, were you helped to learn about your new school and how to get along in it?

___Yes ___No ___? 14. Have you had an opportunity to discuss with your school counselor varied approaches to solving problems with which you have been faced?

___Yes ___No ___? 15. Are you thinking about or planning what you are going to do when you finish high school?

___Yes ___No ___? 16. Has your school provided the opportunity for you to learn to present information about your abilities, training, characteristics and experience to employers in a convincing manner?

___Yes ___No ___? 17. Have your parents ever talked with your school counselor?

___Yes ___No ___? 18. Have you been helped to plan the subjects and activities you need and want to take while you are in high school?

___Yes ___No ___? 19. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?

___Yes ___No ___? 20. Can you talk about your real feelings about things with your school counselor?

___Yes ___No ___? 21. Do your teachers discuss the various occupations which are related to the subjects taught by them?

___Yes ___No ___? 22. Do you know where your school counselor's office is located?

___Yes ___No ___? 23. Have you been helped to decide if you have the ability to succeed in college?

___Yes ___No ___? 24. Does your school use filmstrips, films, pamphlets, books, etc., to help you understand problems of personal and social development?

___Yes ___No ___? 25. Have your ability and achievement test results been helpful to you in your educational and vocational planning?

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___Yes ___No ___? 26. Have you received any help from your school in the improvement of your study skills and habits?

___Yes ___No ___? 27. Have you had an opportunity to participate in group discussions about the concerns of high school students?

___Yes ___No ___? 28. Has your school counselor discussed your ability and achievement test results with you individually?

___Yes ___No ___? 29. Were you helped before the ninth grade to plan your high school program or courses?

___Yes ___No ___? 30. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?

___Yes ___No ___? 31. Has a counselor or a teacher helped you to examine your abilities, personality traits and interests as they may pertain to your future plans?

___Yes ___No ___? 32. Have you been satisfied with the course selections which you have made?

___Yes ___No ___? 33. Do you feel that your school experiences have provided you with opportunities to develop self-reliance?

APPENDIX F

Priority Setting

On the chart below, list in the left-hand Column 12 actions related to career education that you will take in the near future. For the remainder of your work, use the number representing each action.

For each row of double numbers, compare the top number against each bottom number in sequence. (You are actually comparing one action against each of the other actions in turn.) For each comparison, circle the number of the action that holds greater priority for you.

Do not enter totals until you have received further instructions.

Actions												Totals	Rank Order
	1	1	1	1	1	1	1	1	1	1	1		
#1_____	2	3	4	5	6	7	8	9	10	11	12	_____	_____
		2	2	2	2	2	2	2	2	2	2		
#2_____		3	4	5	6	7	8	9	10	11	12	_____	_____
			3	3	3	3	3	3	3	3	3		
#3_____			4	5	6	7	8	9	10	11	12	_____	_____
				4	4	4	4	4	4	4	4		
#4_____				5	6	7	8	9	10	11	12	_____	_____
					5	5	5	5	5	5	5		
#5_____					6	7	8	9	10	11	12	_____	_____
						6	6	6	6	6	6		
#6_____						7	8	9	10	11	12	_____	_____
							7	7	7	7	7		
#7_____							8	9	10	11	12	_____	_____
								8	8	8	8		
#8_____								9	10	11	12	_____	_____
									9	9	9		
#9_____									10	11	12	_____	_____
										10	10		
#10_____										11	12	_____	_____
											11		
#11_____											12	_____	_____
#12_____												_____	_____

Priority Setting

NOTES:

The Number 12 is arbitrary. Any number may be used and the same chart employed (but only that part of the chart that ends with the column employing as denominator the number of concerns listed).

To compute totals, each item must be compared against all other items. (For 12 items, there will be 11 comparisons for each item or 12 x 11 = 132 comparisons in all.)

On the top line, all comparisons can be made by proceeding horizontally. However, for all other actions except one, must go vertically, then horizontally. The last number will be total vertically.

Totals consist of number of circles for that action as it is compared to others.

Rank ordering puts highest total first, etc., to lowest total, which is last. In case of ties, add number for each ranking. Divide by number of items tied.

APPENDIX G

Additional Examples of Guidance Objectives

1. All tenth graders will become aware of their academic abilities, limitations and educational interests so that at the end of the year 80% will be able to report within 10 percentile points their scores in major categories on all tests and to apply this information to making appropriate subject choices consistent with their ability.

2. All high school teachers will understand that use of group consensus in task achievement is more effective than sole individual effort as indicated by comparing their individaul scores on a task to their group consensus scores on the same task.

3. All freshman students will develop an awareness of the educational setting so that at least 80% of these students will need no further assistance in identifying staff personnel and understanding school procedures, as indicated by an oral review quiz covering the counseling action of the Student Handbook.

APPENDIX H

PRIORITY - Parent Orientation

BASELINE DATA: According to the Parents Guidance Needs Assessment, 62% of the parents polled had not received adequate information about the school guidance program.

OBJECTIVE: All parents will be familiarized with what guidance services are available to them and their children so that at the end of the school year 85% of the parents polled will indicate that they received adequate information explaining guidance facilities and services.

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
1. Provide all students with guidance bulletins giving pertinent information of activities for year--encourage students to take these home.	Print bulletins and distribute to all students.	Counselors, Teachers	Each quarter	
2. Provide press releases to local and school paper of guidance activities such as enrollment, group testing, scholarships, vocational opportunities, career days, college night, etc.	Send information to school paper.	News media, students, teachers, counselors	As needed	

PRIORITY - Parent Orientation (continued)

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
3. Submit information on guidance services to which students have access for each P.T.A. newsletter.	Prepare nine articles on various aspects of guidance services for each monthly letter.	P.T.A. officers, Counselors		
4. Provide information on guidance services to district school newsletter.	Encourage the Director of Guidance of the district to include information in each letter.	Director of Guidance, Counselors	Each quarter	
5. Make announcements of pertinent guidance activities at each P.T.A. meeting.	Have one counselor make announcements of upcoming events.	Counselor	Each P.T.A. meeting	

APPENDIX I

PRIORITY - Teacher Orientation

BASELINE DATA: According to the Teachers Guidance Needs Assessment, 66% of the teachers did not feel there is sufficient communication between them and counselors.

OBJECTIVE: All teachers will be provided information and feedback concerning their students so that at the end of the school year at least 85% of the teachers will indicate on the teachers' assessment instrument that they received adequate information and feedback concerning their students.

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
1. Departmental meetings	Guidance Department will meet individually with other departments to discuss mutual problems.	Counselors, Teachers	One meeting every two weeks; then, as requested.	
2. Schedule sessions with new faculty members to acquaint them with facilities and services offered by the Guidance Department.	Invite new faculty members to the Counseling Center during their planning periods to explain: A. services to students B. services to teachers C. physical facilities D. occupational information E. educational information F. student records.	Teachers, Counselors	First month of school	

PRIORITY - Teacher Orientation (continued)

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
3. Acquaint staff members with guidance services pertinent to the coming school year.	Have time during orientation week to discuss year's activities and answer questions.	Administration, Teachers, Counselors	During first week of school	
4. Provide staff members periodically with information concerning guidance activities.	During each faculty meeting request time to discuss upcoming events.	Teachers, Counselors, Administration	Every two weeks	

APPENDIX J

PRIORITY - Career Planning

BASELINE DATA: (1) The Student Needs Assessment indicates that 50% of high school boys and 51% of girls need help in understanding the meaning of test scores (ability, achievement, aptitude, etc.)
(2) The same survey indicated that 58% of high school boys and 59% of girls indicated that they had not discussed ability and achievement test results individually with their counselors.

OBJECTIVE(S): Each student will know and understand the information such as test scores, achievement results, etc., contained in his cumulative profile and will be able to relate this information to his career planning so that at the end of the school year (1) 80% of high school students on a follow-up survey will indicate they have discussed test results individually with their counselors (2) 95% of the sophomores and 95% of the seniors will indicate they have received help in relating test scores to career planning.

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
First in class size group sessions; then meet with small groups and individual conferences.	SENIORS: Interpretation of the Ohio Psych. Scores, ACT and SAT for those who took these. Also interpretation of ASVAB. Relate to post-graduation plans. Strong Voc. Int. Inventory and OVIS interpreted to those who took them.		Late Nov.	
	JUNIORS: At time of review of 4-yr. plan also review DAT and GATB scores and relate to post-high school plans. Interpret PSAT/NMSQT scores to those who took tests.		1 week in December	

PRIORITY - Career Planning (continued)

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
	SOPHOMORES: Interpret GATB scores and relate to Post-High School Education 7 World of Work. Teach sophomores how to use D.O.T. in relation to their GATB occupational aptitude patterns. (See other more specific procedures relating to testing on next page)			

PRIORITY - Career Planning (continued)

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
	Student Record Services and Vocational Fitness Appraisal.			
Gathering and recording all significant information for each student. Purchasing of cumulative record folders. Arrangement of files for most convenient and efficient use.	Entry of the following objective data and other items in a systematic way: A. Brief family history of each student. B. School entrance and withdrawal dates, other schools attended etc. C. Academic schedule for each year and grades earned. D. Class ranks for each year. E. Extracurricular activities and awards. F. All standardized test results (usually with prescore labels). G. In some cases, teachers' observation and anecdotal notes. H. Dates and brief counseling notes on individual conferences. These are recorded on counseling forms. I. Attendance record of each year. J. Physical record. K. Forward transcripts to colleges and employers.	Guidance secretary, Junior High Guidance Service, Teachers, School Nurse, statewide testing service and other testing services.		Cost of cumulative folders

PRIORITY - Career Planning (continued)

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
Plan testing program for following year with the administration.	Set up testing schedules and dates in spring for the following year.	Personnel of statewide testing service.	June	None
Supervise entry on records and filing of all test results.		Secretary	As received throughout the year.	
Administration of Test of Academic Progress (achievement tests).	Set up schedule with teachers, supervise label score placement.	Secretary, statewide testing service	1 week in April	TAP - $417
Administration of Differential Aptitude Test (DAT).	Test administered in November.	Teachers help as proctors	1/2 day	DAT - $59.40
Administration of General Aptitude Test Battery (GATB).	Test administered in November.	Teachers help as proctors	1/2 day	GATE - No charge
Administration of Ohio Psychological Examination.	Test administered in November.	None	1 day	Ohio Psych. - No charge
Administration of PSAT-NMSQT (Optional to juniors).	Set up separate area for smaller group.	None	1/2 day	PSAT-NMSQT - at student's cost.

PRIORITY - Career Planning (continued)

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
ASVAB (Armed Services Vocational Aptitude Battery).	Arranged with services.	Army personnel	1/2 day	None
Interest Inventories.	Offer to all seniors Strong Vocational Interest Inventory and Ohio Vocational Interest Scale (These are optional). Student bears cost of scoring. Interpretations are done when profile sheets are returned.	Statewide testing service.	4 or 5 days	
Ordering materials from CEEB and ACT plus registration of all students requiring these tests.	Through group counseling sessions explain the need for these scores for college and scholarship applications. Also, explain registration procedures and reporting of scores.		1 day	None
Grade point averages compiled and arranged into class ranks for each class each year.	Figured on grades given in all solids excluding athletics, physical education, band and chorus.	Secretary	1 week, June	None
Four-year record reviews with all seniors.	Interpretation and review in all test and achievement information recorded in individual files and compare with final outcome of plans thus far. Discuss post-graduate plans.		As requested and in April	None

APPENDIX K

PRIORITY - Dropouts

BASELINE DATA: A review of school records indicated that from 1968-1973 a percentage of students who dropped out from high school increased for each of the last five years for Grades 9 and 10, and increased for the last two years for Grades 11 and 12.

OBJECTIVE: As a first step to decrease the dropout rate, the high school will develop a "dropout profile" which indicates dropout characteristics of students in that school. After this profile is developed, a new objective to prevent and decrease dropouts will commence.

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
1. To identify dropouts from high school.	Obtain names of dropouts from school records.	Secretary, Guidance aide	Sept.-Oct.	Cost of Guidance aide
2. To construct a profile of the dropout from high school.	1. Study research and develop broad profile sheet, e.g., IQ, reading scores, etc.	Guidance aide	Oct.-Nov.	Cost of ERIC search
	2. Describe dropouts from high school, using descriptors.		Nov.-Feb.	
	3. Compare dropout group with an equal number of a graduating group to determine if descriptors are significant.		Feb.-March	

PRIORITY - Dropouts (continued)

ACTIVITIES	SPECIFIC PROCEDURES	RESOURCE PERSONNEL	TIME TABLE	BUDGET
3. To communicate this profile to the school administration and begin to determine a program to identify and prevent students with such a profile from leaving school.	1. Develop final profile of dropouts from high school and present to school officials.	Counselors, Guidance	Mar.-Apr.	
	2. Begin development of preventive program to decrease dropouts.	Counselors, Teachers	April-next school year	

APPENDIX L

Budget Explanation

Under the P.P.B.S. concept, the costs for all educational services come under five major categories:

1. Instruction
2. Supporting Services
3. Community Services
4. Non-Programmed Charges
5. Debt Service

Guidance and counseling falls under supporting services, as do attendance and social work services, health services, psychological services and speech pathology and audiology services. Under the P.P.B.S. concept, each program, e.g., guidance, health, etc., must submit a budget, and this budget must be reported in terms of the following areas:

- Salaries
- Employee Benefits
- Purchased Services
- Supplies and Materials
- Capital Outlay
- Other Objectives
- Transfers

The reason that each program budget must be reported in terms of these areas is so that at any one time a superintendent, school board of accounting agency can obtain information concerning salaries, supplies and materials, etc., for any program in the school system. The costs of the guidance activities, facilities, materials, resource personnel, etc., for example, are translated into these budgetary areas. Definitions of these areas are:

Salaries: Amounts paid to employees of the LEA who are considered to be in positions of a permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while ON THE PAYROLL of the LEAs.

Employee Benefits: Amounts paid by the LEA in behalf of employees. These amounts are not included in the gross salary but are over and above this sum. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of salaries and benefits. Examples are: (A) Group health or life insurance, (B) Contributions to employee retirement, (C) Social Security, (D) Workmen's Compensation and (E) Payments made to personnel on sabbatical leave.

Purchased Service: Amount paid for personal services rendered by personnel who are not on the payroll of the LEA, and other services which the LEA may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

Supplies and Materials: Amounts paid for material items of an expendable nature that are consumed, worn out or deteriorated by use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

Capital Outlay: Expenditures for the acquisition of fixed assets or additions to fixed assets. They are expenditures for land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, initial equipment, additional equipment and replacement of equipment.

Miscellaneous Objects: Amounts paid for all other expenses not classified.

Transfers: Transfers simply mean the authorized transfer of money from one account to another. For example, if money from the General Fund becomes exhausted unexpectedly, one may need to transfer money from Debt Services to the General Fund.

Further information about the P.P.B.S. format may be found in Financial Accounting, Revised Handbook II, 1973, U.S. Office of Education.

APPENDIX M

Evaluation Designs

The counselor is interested in the quality of information he gains from his program and from his interaction with other people. Some common approaches used in gaining information about the quality of a program or particular technique are the following:

Unassessed Treatment: A counselor may introduce a new group process to help improve students' reading. The counselor may feel that it was a good and effective process. However, this type of assessment about the effectiveness of the program may be more influenced by the counselor's personal feelings about its worth than what appropriate data might indicate. This type of evaluation leaves a great deal to be desired.

One-Shot Case Study: This procedure usually measures students' (teachers', etc.) performance after receiving some treatment, against a particular goal or objective. Thus, students may receive career information which describes entry-level skills for particular occupations and then be tested, and have their results compared to 100% accuracy, 90% accuracy, etc. This procedure leaves the way open for uncontrolled factors which can affect results and makes it difficult, if not impossible, to learn the effect of treatment. The students might have performed equally well had they been tested before the career information program.

One-Group Pre-Test - Post-Test Design: This procedure simply involves the use of a pre-test before some treatment of information, followed by a post-test after treatment for the same group. A program to familiarize a group of ninth grade students with graduation requirements might be the treatment over the period of one semester. However, group gain under this procedure may or may not be due to the treatment. The gain may have resulted among students who did not receive such treatment but resulted from other factors.

Non-Equivalent Control Group: This procedure compares two groups which are taken as a whole - for example, two ninth grade sociology classes. The counselor may wish to demonstrate that through increased personal interaction and teamwork learning is increased. One class gets the treatment, that is, more occasions for interpersonal interaction, group work, etc., (experimental group), while the other class does not and remains teacher-directed (control group). This procedure is acceptable only when two groups display similar characteristics or behaviors as indicated by a pre-test. If the two groups are different, it would be extremely difficult to understand their post-treatment performance. Also attempts to match

unequal groups are generally not advisable. Rather than matching, randomizing groups is recommended.

Pre-Test - Post-Test Control Group: Under this procedure, the experimental and control groups are administered a pre-test and a post-test, with the experimental group alone receiving the treatment. As long as students are randomly assigned to groups, this is a reasonably strong design. However, one danger of this procedure is when the measurement method, e.g., tests, rather than the treatment, affects student performance.

Post-Test Only Control Group Design: According to this procedure, no pre-test is administered. A post-test is administered to the experimental and control groups which were filled by random assignment. Under this procedure the performance of these groups can be compared when judging the value of a particular treatment. This, too, is a relatively strong design.

It is also possible for counselors to compare more than one group at a time, particularly when counselors wish to discover the effects of different treatments when compared to one control group.

The designs presented here are the more common found in practice. However, the pre-test - post-test control group design and the post-test only control group design are recommended. The non-equivalent control group design may be used if circumstances do not permit the two recommended.

APPENDIX N

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